

Supervising the Teacher in Ghana: Implications for Pupils' Academic Performance in the Sissala East District

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Abstract

The purpose of the study, which employed qualitative and quantitative design, was to assess the core roles of supervisors in the Ghana Education Service (GES) and how effective these roles are discharged as well as the effects of the core roles of teachers on pupils' academic performance. The data was gathered and analysed using one hundred and fifty (150) respondents. This included twenty (20) GES officials, forty (40) teachers, forty (40) parents and fifty (50) pupils in the Sissala East District. Random and stratified sampling techniques were used in the selection of respondents. A semi-structured questionnaire and an interview guide were used in collecting data for the study. The data were analysed using the Statistical Product and Service Solutions (SPSS) based on which frequency tables were generated. It emerged from the study that bodies such as the National Inspectorate Board, the Regional Monitoring Team, the District Education Oversight Committee, School Management Committees and Parent-Teacher Associations have not been effective in discharging their supervisory roles and responsibilities. The study further revealed that the core roles of teachers impact greatly on pupils' academic performance. It is recommended that bodies responsible for supervising teachers are given the need logistics, education and training on their roles to ensure that teachers discharge their core roles and responsibilities. There is the need to institute stiffer sanctions such as placing embargo on teachers' salary who fail to carry out their roles and responsibilities.

Keywords: roles, data, effective, education and GES

1. Introduction

Education is the greatest hope of any nation, yet it is a concept that has defied a single definition. As Aggarwal (2007) notes, "the concept of education is like a diamond which appears to be of a different colour or nature when seen from a different angle". Agyeman (1993) describes education as the process through which a person learns to become a complete member of a society.

In recognition of the crucial role of education in development, both developed and developing nations have directed their attention at improving the quality of education. In developed societies, quality education embodies the provision of relevant curricula, effective supervisor by stakeholders, teaching materials, trained teachers, adequate school buildings, adequate hygiene and sanitation facilities, clean water and health services, reasonable class sizes and safe and secured environment for children to enhance their development (UNICEF, 2002).

Similarly in developing countries, quality education is one of the policy priorities. For instance, the government of Pakistan in 2010 allocated about one-third of the national budget to the education sector (Mohammad, 2010). Also in Mexico, the government educational reform policies have focused on teacher evaluation, professional development mechanisms and institutional accreditation (Kevin, 1996).

In Ghana the quest for quality education has led to the introduction of capitation grant, one child per textbook, free exercise books in the education delivery process among others. The government has also embarked on the restructuring and upgrading of teacher education ostensibly to equip teachers with the necessary skills (Antwi, 1992).

Notwithstanding efforts aimed at promoting quality education, developing countries continue to face myriad of challenges. The challenges revolve around inadequate funding, irrelevant curriculum, and lack of access, gender disparity, inadequate hygiene and sanitation facilities, inadequate trained teachers, inadequate infrastructure and instructional facilities, and inappropriate use of instructional time (Aboagye, 2007). Among these challenges, the issue of teacher supervision is critical

1.1 Statement of the Problem

Ghana since independence has been struggling to achieve quality education. Successive governments have adopted varying approaches towards this goal. Immediately after independence the focus was on promoting quality education. The designs of the curriculum and policy initiatives were directed towards maintaining high quality education. The result was positive; graduates from the educational system were among the best in Africa. Effective supervision was at the core of the achievement (McWilliam & Kwamena-poh, 1959).

However, over the last two decades there seems to be a regression in the quality of education particularly after the introduction of the 1987 Educational Reforms. The Basic Education Certificate Examination (BECE) results have been consistently abysmal. Over the past eleven years (1997-2008) on the average forty percent (40%) of pupils failed the BECE (MOE, 2008). Popular comments and media analyses have blamed the

government and education authorities for the inability to pursue aggressive policies on teacher supervision.

Indeed, there is unanimity among parents, government, and civil society that Ghana's education suffers from institutional lapses. While most anecdotal factors such as lack of incentives for teachers, inadequate funding, teacher absenteeism, and inadequate infrastructure have been identified; the most critical of all, the teacher supervision conundrum seems to have been relegated to the background. Even the recent educational reforms (2007 Educational Reforms, Report) projected the structural issue of teacher supervision as the core problem mostly overlooked by government and education policy-makers.

Against this background, the study seeks to assess the core roles of supervisors in the Ghana Education Service and how effective these roles are discharged as well as the effects of the core roles of teachers on pupils' academic performance. The study was guided by the following research questions:

Research question 1: What are the core roles of supervisors in the Ghana Education Service and how effective are these roles discharged?

Research question 2: What are the effects of the roles of the teacher on pupils' academic performance?

1.2 Significance of the Study

The study is significant for three main reasons. First, the study is a contribution to the ongoing debate and search for the causes of poor academic performance of pupils in Ghana. Secondly, the study will add to the literature on education in Ghana in general and the Sissala East District in particular. This will therefore, increase the frontiers of knowledge in education. In this regard, researchers and analysts in education stand to benefit. Finally, the recommendations of the study will help stakeholder in the supervision of teachers to improve upon their school work. It will also help the Government, the Ghana Education Service and policy-makers in education to fashion out policies to plug the loopholes in teacher supervision.

1.3 Delimitation

This study is delimited to the core roles of supervisors in the Ghana Education Service and the effects of the key roles of the teacher on pupils' academic performance. The study is further delimited to the Sissala East District of the Upper West Region.

1.4 Limitations of the Study

The limitations were many but the most crucial one was the difficulty in accessing communities where schools sampled for the study were located. This was because the roads were not motorable. Some of the communities are commonly referred to as "overseas" in the district because of the difficulty in accessing the communities. The challenges notwithstanding did not have any significant impact on the quality of the work produced

2. Methodology

The study is a descriptive sample survey employing qualitative and quantitative research methods. The sampled frame of the study comprises GES district officials, teachers, parents and pupils in the Sissala East District. The schools selected for the study were Jijen Primary/JHS, Sentie Primary/JHS, T.I. Ahmadiyya primary/JHS, Grace Provider Academy Primary/JHS (Private School), Bawiesibelle Primary/JHS, Gwosi Primary/JHS, Dolbizon Primary/JHS, Yigantu Primary/JHS, Wuru Primary/JHS and Kwapun Primary/JHS. One hundred and fifty (150) respondents were used for the study. Twenty (20) GES district officials, forty (40) teachers, forty (40) parents and fifty (50) pupils were selected. Random and stratified sampling techniques were used in the selection of respondents. The schools were stratified on the basis of the five circuits in the district. Two schools were however, randomly sampled from each circuits making a total of ten (10) schools. The GES district officials, teachers, parents and pupils were randomly selected.

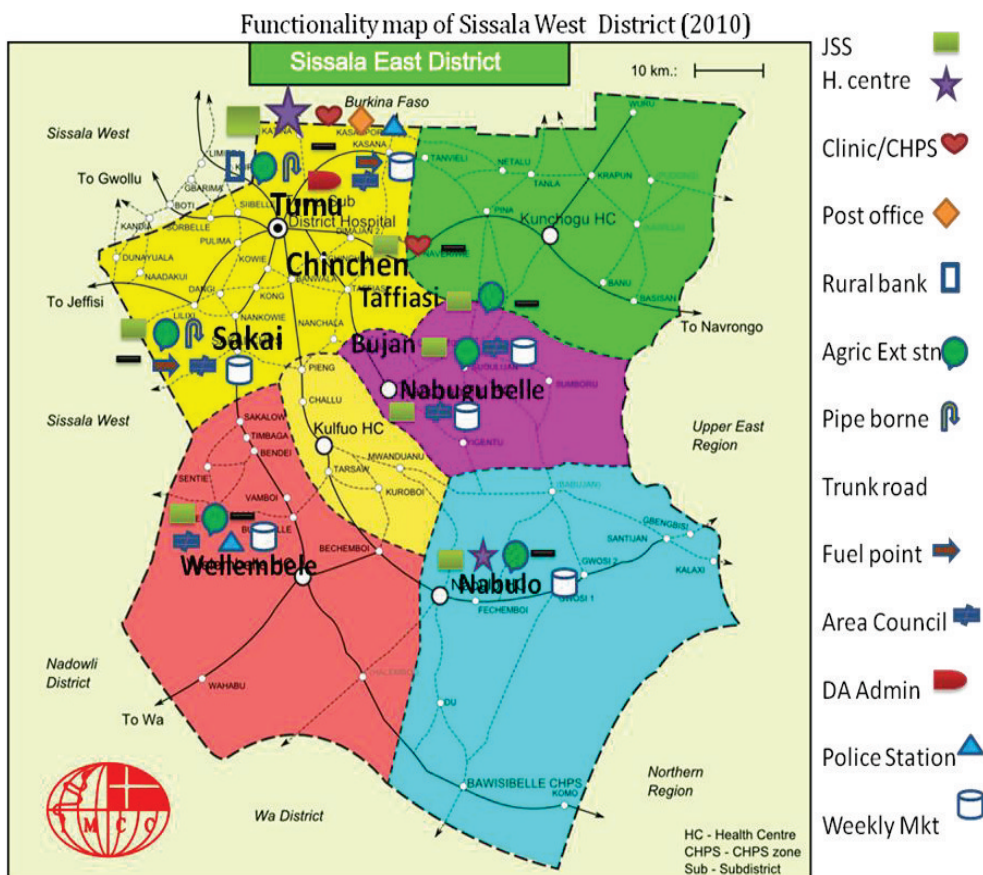
The instruments for the collection of data were a questionnaire and an interview guide. The questionnaire was administered and Interviews held with GES officials, teachers and parents. Interviews on the other hand held solely with the pupils. The primary data was analyzed using descriptive statistics. Frequency tables and percentages were used. Chi-square analysis was used to establish the relationship between the key roles of the teacher and pupils' academic performance. These were computed using the Statistical Product and Service Solutions (SPSS). The secondary data were subjected to content analysis. This enables the researcher to subject the information collected to critical analysis.

3. Results and Discussion

3.1 Profile of the Sissala East District

The Sissala East District is in the Upper West Region of Ghana. The district represents 26% of the total land mass of the Region. It shares boundaries with Burkina Faso to the North, to the East with Kassena Nankana and Builsa Districts, to the South-East with West Mamprusi District, to the South-West with Wa East and Nadowli Districts and to the West with Sissala West District.

Figure 1: Map of the Sissala East District



Source: Sissala East District Report, 2010.

The Sissala East District has a population of 56,528 (Population and Housing Census [PHC], 2010). Tumu the District Capital is the only settlement which qualifies as a town. Other fast growing settlements are Walembele, Sakai, Nmanduanu, Nabulo, Bugubelle, Nabugubelle, Kulfuo, Sakalo, Challu and Bujan.

At the basic level the district has one hundred and forty-five (145) public schools. This consists of forty-eight (48) KGs, fifty-two (52) primary and forty-five (45) junior high schools. The district also has ten (10) private schools; 5 KGs, 4 primary and 1 junior high school. In addition, the district has 2 senior high schools, 1 vocational school and a teacher training college. This notwithstanding, many communities in the district are without schools. Children from such communities travel long distances to gain access to education in neighbouring communities. At the basic level, the district has 608 teachers. Pupil enrolment stood at 17,830 (GES Sissala East District, Report 2012-2013 Academic Year).

Research question 1: What are the core roles of supervisors in the Ghana Education Service, and how effective are these roles discharged?

3.2 Role of the National Inspectorate Board

Roles of supervisors in the Ghana Education Service were examined by seeking the views of respondents using questionnaire and interview guide. Table 1 presents their views on the role of the National Inspectorate Board (NIB).

Table 1: Role of the National Inspectorate Board in Schools

Role	Frequency	Percentage (%)
Inspect school facilities	13	13.0
Liaise with regional and district directorates of education	7	7.0
Formulate educational policies	5	5.0
I don't know	75	75.0
Total	100	100.0

Source: Field Data, 2011

The data in Table 1 show that the majority (75%) of the respondents (GES district education officials, classroom teachers and parents) were not aware of the existence and the supervisory role of the NIB in schools. The remaining 25% of the respondents indicated that the core of their knowledge and awareness of the existence

and the supervisory role of the NIB was from the news, print material and media (Newspaper, TV and Radio). This is surprising since 60% of the respondents were teachers, whose activities the NIB supervise in schools. The impression created here is that the NIB has not been effective in supervising teachers' activities in schools. It further implies that the NIB role of formulating and enforcement of educational standards in all pre-tertiary schools and ensuring that teachers generally perform their roles are not effectively carried out. A check in the sampled schools log books spanning 2008 to 2012 confirmed this impression; none of the 10 schools sampled for the study had been supervised by the NIB officials (Refer to appendix A)

The Assistant Director in-charge of supervision at the Sissala East District Office had this to say "the NIB occasionally visit the district, however they visit sampled schools" This mode of supervision by the NIB, puts majority of the schools in the district out of the supervision arena especially remote communities which incidentally have been sampled for the study. This goes to confirm the limited knowledge and awareness of the supervisory roles of the NIB by the respondents. The limited knowledge and awareness of respondents could therefore be attributed to ineffective supervision of teachers' activities in schools by the NIB. This may therefore, affect teaching and academic performance in schools since the board aimed at ensuring quality education delivery in schools.

3.3 Role of the Regional Monitoring Team

Table 2 presents the views of respondents on the role of the Regional Monitoring Team (RMT). These views were solicited using a questionnaire.

Table 2: Role of the Regional Monitoring Team in Schools

Role	Frequency	Percentage (%)
Coordinate monitoring activities	19	19.0
Supervise teachers lesson notes	31	31.0
I don't know	50	50.0
Total	100	100.0

Source: Field Data, 2011

The above data show that 50% of the respondents were not aware of the existence, role and the supervisory activities of the RMT in schools. This notwithstanding, 60% of the respondents were teachers whose activities the RMT supervises in schools. The remaining 50% of the respondents got to know of the existence, role and supervisory activities of the RMT in schools through the RMT routine visits to schools to monitor teachers' activities, and the news media. A check in the schools log books covering 2008 to 2012 shows that the RMT visited and supervised the activities of teachers in one school (T.I Ahmadiyya Basic School) out of the ten schools sampled for the study (Refer to appendix A).

This finding is not surprising, apart from T.I Ahmadiyya Basic School which is located in Tumu town, nine of the schools sampled for the study are found in remote areas. This could indicate that the RMT scope of monitoring do not cover schools located in remote areas. It also means that the RMT role of visiting schools to supervise teachers' school attendance, lesson notes and scheme of work, lesson delivery and involvement of pupils in lessons, classroom management, and school facilities is denied majority of schools in the district and could therefore not be effective in supervising the activities of teachers in schools. Effective supervision according to Nkonta (2008) translates into high productivity of the teacher.

3.4 Role of the District Monitoring Team

The district monitoring team, a sub-structure at the district level play a critical role in supervising the activities of teachers. Table 3 below presents the views of the respondents on the role of the District Monitoring Team (RMT).

Table 3: Role of the District Monitoring Team in Schools

Role	Frequency	Percentage (%)
Crosscheck reports	7	7.0
Supervise teachers for promotion	52	52.0
Inspects teachers lesson notes	11	11.0
Supervise teachers school attendance	9	9.0
I don't know	21	21.0
Total	100	100.0

Source: Field Data, 2011

When the respondents were asked about their awareness of DMT's existence, role and supervisory activities in schools, only 21% of the respondents were not aware of the DMT's existence; role and supervisory activities in schools. This indicates that the DMT supervisory activities in schools have been felt by the respondents since majority (79%) of the respondents recognised the role and supervisory activities of the DMT in schools. The data further show that the DMT has not been giving equal attention to its supervisory roles in schools. The DMT's

attention is on supervising teachers for the purposes of promotion. This assertion was discounted by the Deputy Director in charge of supervision at the Sissala East Education Office. He was emphatic that the DMT give equal attention to its roles. He had this to say: “We supervise the activities of teachers as expected. Supervision is never for promotion purposes alone, we look out for lesson notes, teachers school attendance, check registers, infrastructure and general school management among others. Our only constraint is lack of vehicle and other logistics such as fuel and to do regular monitoring. This notwithstanding, we try our best.” This revelation means that the DMT could not be effective in supervising schools in the district, since it lacks the necessary tools and logistics to carry out effective supervision in schools.

3.5 Role of the District Education Oversight Committee

Table 4 presents the views of respondents on the role of another grassroots body in supervising the work of teachers; the District Education Oversight Committee (DEOC).

Table 4: Role of the District Education Oversight Committee in Schools

Role	Frequency	Percentage (%)
Tracking district assembly common funds for education	13	13.0
Provision of teachers	6	6.0
See to teachers and pupils' school attendance	8	8.0
Provision of school buildings	5	5.0
I don't know	61	61.0
Total	100	100.0

Source: Field Data, 2011

The above data show that majority (61%) of the respondents (GES district education officials, classroom teachers and parents) were not aware of the existence, role and the supervisory activities of the DEOC in schools, in spite of the fact that 60% of the respondents were teachers whose activities the DEOC monitors in schools. Twenty-nine percent (29%) of the respondents on the other hand indicated that they got to know of the existence, role and the supervisory activities of the DEOC through friends, books and the news media (Newspaper, TV and Radio). A checks in the school log book and visitors' books spanning 2008 to 2012 revealed that the DEOC has never visited any of the sampled schools to monitor the progress of teaching and learning (Refer to appendix A).

This discovery lends credence to the 61% of the respondents claim that they were not aware of the DEOC's role, existence and supervisory activities in schools. The officer in-charge of supervision at the Sissala East Education Office indicated that the DEOC's rarely supervise schools in the district. This exposé indicates that the DEOC in the district has not been effective in supervising teachers and pupils in schools. It indicates that many schools in the district do not benefit from the roles of the DEOC such as the supply of the appropriate textbooks and other teaching and learning materials, and help in the implementation of educational policies and programmes, supervision of the work of teachers among other roles.

3.6 Role of the Circuit Supervisor

Table 5 below indicates the view of respondents of the role of Circuit Supervisors in supervising schools.

Table 5: Role of Circuit Supervisors in Schools

Role	Frequency	Percentage (%)
Check teachers lesson notes and scheme of work	39	39.0
Monitor teachers school attendance	31	31.0
Keep schools inform of development in the district office	13	13.0
Collect enrolment figure	5	5.0
Explain educational policies at PTA meetings	12	12.0
Total	100	100.0

Source: Field Data, 2011

Seventy percent (70%) of the respondents said circuit supervisors supervise teachers' school attendance and lesson notes whilst 5% said circuit supervisors collect enrolment figures in schools.

The data further show that circuit supervisors perform their roles, but not as expected. Out of their numerous roles, they focus very much on teachers' school attendance and lesson notes. These two items accounted for 70% of the responses. This means that circuit supervisors are known for checking teachers' school attendance and lesson notes. It therefore, indicates that other roles such as ensuring that teachers complete their syllabuses and give pupils exercises among others, have not received the needed attention.

3.6.1 Visits by Circuit Supervisors to Schools

The views of the respondents on the number of visits Circuit Supervisors undertook in their schools were sourced as captured in Table 6 below:

Table 6: Number of Visits by Circuit Supervisors to Schools

Visits	Frequency	Percentage (%)
Once a term	5	5.0
Twice a term	20	20.0
Thrice a term	24	24.0
Once a year	36	36.0
Twice a year	15	15.0
Total	100	100.0

Source: Field Data, 2011

Five percent (5%) of the respondents said circuit supervisors visit their schools once a term as part of their supervisory activities whilst 15% said they visit their schools twice a year. Twenty-five percent (25%) of the respondents were of the view that circuit supervisors visit their schools once or twice a term to supervise the activities of teachers'. This finding shows that circuit supervisors have been visiting schools but not as expected to monitor the activities of teachers. Circuit supervisors are expected to supervise the activities of teachers in schools at least thrice a term (Opoku-Asare, 2006 & Amedahe, 2007).

The log books of the sampled schools confirmed this (Refer to appendix B). In an interview with the Nabulo Circuit supervisor, revealed that circuit supervisors supervised a minimum of 18 schools instead of ten (10) in the district. This is what he has to say, "Supervising many schools make we circuit supervisors not effective in supervising teachers' and pupils' performance". The Tumu Central Circuit Supervisor, collaborated the position of the Nabulo Circuit Supervisor "My circuit is the largest. I have 26 schools to supervise. How can I be effective on the ground? We need more hand to enhance our effectiveness. The schools on the other hand are widely dispersed thereby making supervision very difficult".

This revelation is worrying and will definitely affect the effective performance of circuit supervisors in carrying out supervision. Circuit supervisors by principle are to supervise 20 schools in urban areas, 15 in semi-urban and 10 schools in rural areas (Opoku-Asare, 2006). This means that the Sissala East District being a rural area, a circuit supervisor is supposed to supervise 10 schools. Circuit Supervisors, however cannot be effective in supervision considering the number of schools each supervises in the district. Each of the five circuits in the district had more than 10 schools. Tumu circuit has 26 schools; Kunchogu 17 schools, Walembelle, Bujan and Nabulo circuits have 18 schools each. This finding is in line with John's (1970) finding that inadequate supervisors affected effective supervision in schools in Tanzania and Kenya.

3.7 Role of the Headteacher

The views of the respondents were solicited on the role of Headteachers in school supervision. This is shown in Table 7 below:

Table 7: Role of Headteachers in Schools

Role	Frequency	Percentage (%)
Monitor school attendance	21	21.0
Vet lesson notes/scheme of work	35	35.0
Disburse capitation grant	12	12.0
Appraise teachers	15	15.0
Organize school inset	9	9.0
Organize PTA meetings	8	8.0
Total	100	100.0

Source: Field Data, 2011

When asked about the role of headteachers in schools 21% of the respondents said headteachers supervise teachers' school attendance whilst 35% said headteachers vet teachers' lesson notes. The data show that headteachers pay much attention on supervising teachers' school attendance and lesson notes. These two items represented 56% of the responses. This means that headteachers are known for checking teachers' school attendance and lesson notes to the detriment of roles such as checking pupils' exercises, ensuring that teachers' complete syllabus and pupils' involvement in lessons among others. This state of affairs may affect effective teaching and learning in schools.

It was established that the concentration on the two roles (supervising teachers school attendance and vet lesson notes) have become a norm and not a rule among circuit supervisors and headteachers in discharging their monitoring roles (refer to Table 5 and 7 above). The skewed nature with which headteachers discharge their roles in school was confirmed by pupils in Jijen, and Wuru Primary Schools. In an interview with the pupils, it was found that headteachers of the schools did not check pupils' exercise books and come to their class during contact hours to check on teachers' performance. The mere presence of the teacher in school and classroom does not amount to teaching. The teacher could be in the classroom without teaching, hence the need for supervisors to supervise the activities of teachers in the classroom. This is one of the ways by which instructional time is lost

in developing countries, hence affects quality education delivery (Abadzi, 2009).

3.8 Role of the School Management Committee

Table 8 captures the views of the respondents on the roles of School Management Committee (SMC) in schools.

Table 8: Role of School Management Committee in Schools

Role	Frequency	Percentage (%)
Vet and approve expenditures on capitation grant	75	70.0
Submit yearly report to education director	10	10.0
Advice on school policies	15	15.0
Total	100	100.0

Source: Field Data, 2011

All respondents (GES district education officials, classroom teachers and parents) answered in the affirmative to the question as to whether they have SMCs in their schools. When asked about the roles of SMC in schools, an overwhelming percentage (75%) of the respondents said SMCs vet and approve capitation grant expenditures. This finding indicates that SMCs focus very much on vetting capitation grants expenditures. With regards the question why SMCs concentrate so much on endorsing capitation grants expenditures to the neglect of other roles, the SMC chairman of Wuru Primary School stated: “The School Performance Improvement Plan (SPIP) is the only activity I am called upon to endorse. We have not neglected our roles in the school, we are always ready when teachers bring any problem we help them.”

This revelation indicates that SMCs do not know much about their roles in school. SMCs are part of the stakeholders who initiate the SPIP and together with the headteacher monitor the implementation of the SPIP (GES, 2003). This revelation also means that when SMCs are not called upon by the school authorities they have no business in the school. This is a worrying revelation; this means that the SMCs role of working together with headteachers in the monitoring and supervision of teachers and pupils at school, ensuring the maintenance and safety of school infrastructure, ensuring the discipline of pupils and teachers, assisting teachers improve upon teaching and learning, resolving school-community conflict and improving teacher-community relations are not effectively carried out or out of the purview of the SMCs.

This revelation is consistent with the finding of The President's committee on review of education reform in Ghana (2002) that the ineffectiveness of SMCs is born out of lack of understanding of their roles in schools. Osei-Owusu and Sam (2012) in their study equally found that SMCs were ineffective in the monitoring and supervision of teacher's attendance due to lack of SMCs understanding of their roles in schools.

3.9 Role of the Parent Teacher Association

All the respondents answered in the affirmative, when asked about the existence of PTA in their schools. On the role of PTA in school, 70% of the respondents said, they offer communal labour in schools whilst 7% said PTAs generate community support for schools (Table 9).

Table 9: Role of Parent-Teacher Association in Schools

Role	Frequency	Percentage (%)
Offer communal labour	70	70.0
Participate in school projects and programmes	13	13.0
Generate community support for school	7	7.0
Provide school infrastructure	10	10.0
Total	100	100.0

Source: Field Data, 2011

The data in Table 9 reveal that the roles of PTAs are skewed in favour of offering communal labour in schools. This item accounted for 70% of the responses. In an effort to establish why PTAs concentrate so much on offering communal labour to the neglect of some of their roles, the first Trustee of Gwosi Primary School PTA indicated that “we are only called upon when the teachers need our assistance to build a classroom, urinal or kitchen”

This revelation indicates that PTAs do not know much about their roles in schools. It also means that PTAs role of visiting schools regularly to supervise teachers and pupils' performance, see to the academic performance of pupils, see to teachers and pupils welfare; provide accommodation and textbooks, assist in school maintenance and the repair of infrastructure, help maintain discipline by reporting lateness, truancy to education authorities among other roles are relegated to the background. This gives teachers the leeway to indulge in unprofessional acts such as absenteeism, lateness to school, and engaging pupils in their private businesses during instructional hours. This revelation is in agreement with the finding of the President's committee on review of education reform in Ghana (2002) that some members of PTA do not understand their role in schools.

Research question 2: What are the effects of the roles of the teacher on pupils' academic performance?

Teachers perform certain key roles which has the potentials of impacting the academic performance of pupils.

These key roles include lessons notes preparation, teachers' school attendance and regularity, completion of syllabuses, class exercises, and pupils' involvement in lessons. The results of the survey reveal lapses in the performance of these key teaching roles and responsibilities by teachers.

Table 10 captures the key teaching roles of teachers as identified by the respondents.

Table 10: Roles of Teachers

Roles	Frequency	Percentage (%)
Lesson notes/ Scheme of work	40	40.0
Regular and early school attendance	33	33.0
Pupils exercises	11	11.0
Syllabi completion	9	9.0
Involvement of pupils in lessons	7	7.0
Total	100	100.0

Source: Field Data, 2011

When the respondents were asked to identify the key teaching roles of teachers, 40% of the respondents mentioned teachers' lesson notes/scheme of work, 33% stated teachers' school attendance and 7% indicated pupils' involvement in lessons. The data have shown that the respondents of which teachers formed 60% appreciated their teaching responsibilities and therefore, ready to carry them out.

A questionnaire administered to a section of the respondents (district education officers, teachers and parents) indicates that fifty-eight percent (58%) of the respondents were of the view that teachers have not been attending school early.

Table 11, captures the responses gathered in a face-to-face interview held with 50 pupils on early school attendance by their teachers.

Table 11: Early School Attendance by Teachers

Response	Type of School	
	Public Schools	Private School
All the time	(14) 31%	(4) 80%
Sometimes	(31) 69%	(1) 20%
Never	(0) 0.0%	(0) 0.0%
Total	(45) 100%	(5)100%

Source: Field Data, 2013

The data in Table 11 show that 80% of pupils in Grace Provider Academy the only private school sampled for the study and 31% of pupils in 9 public basic schools reported that their teachers come to school before morning assembly all the time. Teachers' school attendance records (attendance charts and books) for 2011/2012 academic year indicate that teachers report late to school in the public basic schools. Majority of the respondents (district education officers, teachers and parents) 61% agreed that early school attendance by teachers affects pupils' academic performance. A chi-square test of association, $X(2) = 86.22$, $P = 001$ ($P < 0.05$) showed a significant relationship between teachers early presence in school and pupils academic performance. Early school attendance is a phenomenon that could explain why Grace Provider Academy pupils always outperform their counterparts in the public basic schools in the Basic Education Certificate Examination in the district. The results therefore, imply that when teachers report early at school, it has significant impact on pupils' academic performance.

Table: 12 Chi-Square Tests of Relationship Between Teachers Early Presence in School and Pupils Academic Performance

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	86.220 ^a	2	.000
Likelihood Ratio	113.745	2	.000
Linear-by-Linear Association	77.534	1	.000
N of Valid Cases	100		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.61.

On teacher absenteeism, 60% of the respondents, other than pupils indicated that teachers absent themselves from school regularly. The data in Table 13, show the responses of pupils quizzed on how often their teachers come school.

Table 13: Regular School Attendance by Teachers

Response	Type of School	
	Public Schools	Private School
Comes everyday	(20) 44.4%	(5) 100%
Comes four times a week	(10) 22.2%	(0) 0.0%
Comes three times a week	(15) 33.3%	(0) 0.0%
Comes two times a week	(0) 0.0%	(0) 0.0%
Comes once a week	(0) 0.0%	(0) 0.0%
Total	(45) 100%	(5) 100%

Source: Field Data, 2013

The data in Table 13 show that the pupils of Grace Provider Academy (private) interviewed said all their teachers attend school regularly whilst 20 out of 45 pupils of public basic schools said their teachers come to school every day. Teachers' school attendance records (attendance charts, attendance books and log books) for 2011/2012 academic year indicate that teacher absent themselves more in the 9 public schools. This finding is in line with the finding of Chaudhury, et al (2006) that private school teachers have lower absence rates than public school teachers, this according to the study, private school teachers face a greater chance of dismissal for absence than public school teachers because of the strict observance of rules. Fifty-nine percent (59%) of the respondents (district education officials, teachers and parents) however, indicated that teacher absenteeism from school affect pupils' performance.

A chi-square test of association, $X(2) = 54.55$, $P = 001$ ($p < 0.05$) showed a significant relationship between teacher absenteeism and pupils' academic performance. The results imply that teacher absenteeism in school negatively impact pupils academic performance. This finding lends credence to the argument that teacher absenteeism leads to loss of quality instructional time (Patrinos & Kagia, 2007; Jacobson, 1989 & Ehrenberg et al., 1991).

Table 14: Chi-Square Tests of Relationship Between Teacher Absenteeism and Pupils Academic Performance

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	54.545 ^a	2	.000
Likelihood Ratio	70.148	2	.000
Linear-by-Linear Association	44.615	1	.000
N of Valid Cases	100		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.40.

Twenty (20) GES district education officers, including district directors of education, assistant directors, frontline assistant directors, circuit supervisors, other schedule officers and forty (40) teachers were asked whether teachers regularly write lesson notes. (32) 53.3% of the respondents' indicated that teachers have not been writing lessons notes regularly. A cursory look at teachers' lessons notes covering 2011/2012 academic year confirmed the respondents claim. The Training Officer at the Sissala East Education Office, stated: "Lesson note writing has been a problem, on our routine supervision we have observed that many teachers fail to write lesson notes. I don't blame them but rather circuit supervisors and headteachers who are to ensure that they write lesson notes. On several occasions we had to cautioned teachers to write their notes up to date for us to see at the district office. Lesson notes is a key to the success of the teacher in delivering his or her lessons and thus bore a significant relationship to the successful up bring of pupils".

A chi-square test of association, $X(2) = 40.08$, $p = 001$ ($p < 0.05$) showed a significant relationship between teacher lesson notes and pupils' academic performance. The results imply that when teachers regularly write lesson notes, it affects their pupils' academic performance. This finding is consistent with the finding of Gottlieb (2006) who noted that Lesson notes serve as guidelines for teachers in the teaching process and therefore, enable the teacher to systematically deliver his lesson, thus making it easy for pupils to understand the content of lessons taught, as the teacher follows the guidelines set for the lesson. This, he said undoubtedly, improves pupils' understanding of lessons taught hence their academic performance.

Table 15: Chi-Square Tests of Relationship Between Teacher Lesson Notes and Pupils' Academic Performance

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	40.078 ^a	2	.000
Likelihood Ratio	53.936	2	.000
Linear-by-Linear Association	36.969	1	.000
N of Valid Cases	60		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.00.

The data in Table 16 shows the responses of teachers as to whether they were able to complete their syllabus in the 2011/2012 academic year.

Table 16: Syllabi Completion by Teachers

Response	Type of School	
	Public Schools	Private School
Completed	(29) 81%	(4) 100%
Not completed	(7) 19%	(0) 0.0%
Total	(36) 100%	(4) 100%

Source: Field Data March, 2013

Twenty (20) GES district education officers including district directors of education, assistant directors, frontline assistant directors, circuit supervisors and other schedule officers and forty (40) classroom teachers were asked whether teachers have been completing their syllabus. Thirty-one 31 (52%) of the respondents indicated that teachers have not been completing their syllabus. Out of the 60 respondents, the forty (40) classroom teachers were asked to indicate whether they completed their syllabus the previous academic year 2011/2012. Seven 7 (19%) said they were not able to complete their syllabus due to ill-health and backwardness of pupils which slows down progress in class. All the 4(100%) teachers from Grace Provider Academy indicated that they were able to complete their syllabus the previous academic year, 2011/2012.

The respondents (GES district education officials, classroom teachers and parents) were unanimous in their response that regular writing of lesson notes impact positively on pupils' academic performance. A chi-square test of association, $X(2) = 38.64$, $p = .001$ ($p < 0.05$) showed a significant relationship between teacher syllabus completion and pupils' academic performance. The results imply that if teachers complete their syllabus it impacts positively on pupils' academic performance. This finding is in line with the literature which suggests that non-completion of syllabus negatively affects pupils' academic performance (Mji & Makgato 2006). The argument of Education Insight (2005) that students fail because they do not cover their syllabus is also in line with the finding.

Table 17: Chi-Square Tests of Relationship Between Teacher Syllabus Completion and Pupils' Academic Performance

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	38.643 ^a	2	.000
Likelihood Ratio	52.558	2	.000
Linear-by-Linear Association	36.442	1	.000
N of Valid Cases	60		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.25.

On the role of teachers give pupils exercises in school, Sixty-four percent 64% of the respondents (GES district education officials, classroom teachers and parents) said teachers have not been giving and marking pupils' exercises regularly. A check in pupils' exercise books confirmed this claim.

The data in Table 18 shows the responses of fifty (50) pupils on how often their teachers give them exercises.

Table 18: Exercises Given by Teachers

Response	Type of School	
	Public Schools	Private School
Every day	(5) 11%	(4) 80%
Four times a week	(8) 18%	(2) 20%
Three times a week	(10) 22%	(0) 0.0%
Two times a week	(12) 27%	(0) 0.0%
Once a week	(10) 22%	(0) 0.0%
Total	(45) 100%	(5) 100%

Source: Field Data, 2013

The data in Table 18 show that teachers in Grace Provider Academy almost every day give pupils exercises in class and homework. The reverse is what happens in the 9 public basic schools sampled for the study. Forty-nine 49% of the pupils from the 9 public basic schools indicated that their teachers give them exercises and homework once to twice a week. Seventy-one percent (71) of the respondents other than pupils, however, agreed that regular exercises given to pupils improve their academic performance.

A chi-square test of association, $X(2) = 100.00$, $P = .001$ ($p < 0.05$) showed a significant relationship between exercises given to pupils and pupils academic performance. The results therefore, show that giving pupil exercises regularly affect their academic performance. Butler (1987) found that school exercises in the form of homework bore a positive relationship with learning outcome when used as an occasion for feedback

from students.

Table 19: Chi-Square Tests of Relationship Between Giving Pupils Exercises and Pupils Academic Performance.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	100.000 ^a	2	.000
Likelihood Ratio	137.628	2	.000
Linear-by-Linear Association	81.793	1	.000
N of Valid Cases	100		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.45.

Out of twenty (20) GES district education officers and 40 teachers, 51 (85%) indicated that teachers involve pupils in lessons. In an interview with 50 pupils on the methods by which teachers involved them in lessons, it came to light that teachers involve pupils in lessons mainly through questioning method. The participants other than the pupils, were of the view that teachers' involvement of pupils in lessons through class discussions group work and hands-on activities among undoubtedly enhance pupils understanding of lessons and, therefore, affects their academic performance.

A chi-square test of association, $X(2) = 42.19$, $P = .001$ ($p < 0.05$) showed a significant relationship between pupils involvement in lessons and pupils academic performance. The chi-square result implies that when teachers involve pupils in lessons, it enhances their understanding of lessons hence affect their academic performance.

Table 20: Chi-Square Tests of Relationship Between Pupils Involvement In Lessons and Pupils Academic Performance

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	42.188 ^a	2	.000
Likelihood Ratio	51.818	2	.000
Linear-by-Linear Association	36.125	1	.000
N of Valid Cases	60		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.00.

4. Conclusion

The study sought to assess the core roles of supervisors in the Ghana Education Service and how effective these roles are discharged as well as the effect of the key roles of teachers on pupils' academic performance. It was found that bodies responsible for supervising the teacher in the education delivery process such as the National Inspectorate Board, Regional Monitoring Team, District Education Oversight Committee, Parent-Teacher Association and School Management Committee have not been effective in discharging their monitoring and supervisory roles and responsibilities in schools. This is partly due to the capacity to function and appreciation of their roles in schools. It emerged that the key teaching roles of the teacher such as lesson notes/ scheme of work preparation, regular and early school attendance, giving and marking pupils' exercises, syllabi completion and involvement of pupils in lessons bore significant relationship with pupils' academic performance.

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Notes

Appendix A: Monitoring visits by NIB, RMT and DEOC to schools from 2008 to 2012

School	NIB					RMT					DEOC				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Jijen Primary/JHS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sentia Primary/JHS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
T.I. Ahmadiyya Prim/JHS	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
Grace Provider Academy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bawiesibelle Primary/JHS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gwosi Primary/JHS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dolbizon Primary/JHS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Yigantu Primary/JHS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Wuru Primary/JHS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kwapun Primary/JHS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0

Source: Extracted from sample schools log, visitors and attendance books and charts.

Appendix B: Number of Visits by Supervisors to Schools for 2011/2012 Academic Year

School	Supervisor / No. of Visits						
	NIB	RMT	DMT	DEOC	CS	SMC	PTA
Jijen Primary/JHS	-	-	3	-	10	1	1
Sentia Primary/JHS	-	-	3	-	10	3	2
T.I. Ahmadiyya Primary/JHS	-	-	3	-	15	1	1
Grace Provider Academy	-	-	-	-	6	3	3
Bawiesibelle Primary/JHS	-	-	2	-	10	2	-
Gwosi Primary/JHS	-	-	2	-	7	2	2
Dolbizon Primary/JHS	-	-	2	-	7	5	3
Yigantu Primary/JHS	-	-	2	-	7	3	2
Wuru Primary/JHS	-	-	2	-	6	3	1
Kwapun Primary/JHS	-	-	2	-	6	1	2

Source: Field Data, 2011